**Date of preparation: February 9th, 2025 Full name: Nguyen Thi Bao Vy**

**UNIT 8: NEW WAYS TO LEARN**

**Total number of periods: 8 (from 71 to 78)**

**Lesson: READING - Period: 73**

**Classes: 10A2, 10A3, 10A4**

**I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

- Develop reading skills for general ideas and for specific information about online and face-to-face learning.

**2. Competences**

- Develop communication skills and creativity;

- Be collaborative and supportive in pair work and team work;

- Develop presentation skills;

- Actively join in class activities.

**3. Personal qualities**

- Understand more about advantages and disadvantages of online and face-to-face learning, therefore, students can make use of the strong points of each method;

- Develop self-study skills.

**II. TEACHING AIDS AND MATERIALS**

- Grade 10 textbook, Unit 8, Reading

- Computer connected to the internet

- Projector/ TV/ pictures and cards

- sachmem.vn

**III. PROCEDURES**

**1. Warm up: 5 minutes**

a. Objectives: - To introduce the topic of reading

- To enhance students’ skills of cooperating with teammates

b. Content: **Game: Guessing game**

c. ExpectedStudents’ activities: Ss show/take great interest in the new lesson.

d. Organization:

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| **Teacher’s activities** | **Students’ activities** |
| - Divide class into 2 teams and explains the rules of the games:   * There are 3 sets of pictures (3 pictures/set) which are about different ways of learning. * T shows each set of pictures, one by one. * If one team:   + Get the correct answer after the 1st picture 🡺 they get 3 points.  + Get the correct answer after the 2nd picture 🡺 they get 2 points.  + Get the correct answer after the 3rd picture 🡺 they get 1 point.   * The team with more points will be the winner.   - Check if the answers are correct or incorrect.  Set 1:  Blue Yeti USB Microphone and ATH-M30x Headphone Kit (Blackout)Should You Choose a Smartphone, Tablet or Laptop? | PriorityRecruiting During A Pandemic - The Yellow Jacket  Set 2:  7 tips on self-study Chinese - Cchatty15 Tasks for Studying the Ukrainian Alphabet | Ukraine GateGrammar Self-Study Secret #1: Learn to Paraphrase - Lingual.net  Set 3:  Go to school hay go to the school? | VOCA.VNFree Teacher Vectors, 25,000+ Images in AI, EPS formatHow Can Preparing to Teach Online Improve My Face-to-face Teaching? - Magna  Publications  *Lead-in: We can see that there are many different ways to learn such as online learning, self-study or face-to-face learning and it’s also what we are going to learn in the Reading lesson today.* | - Ss play game.  - Give possible answers to the questions.  Keys:  Set 1:*Key: Online learning*  *Set 2: Key: Self study*  *Set 3: Key: face-to-face learning* |

**2. Presentation: 10 minutes**

a. Objectives: To introduce the topic of the reading and get Ss involved in the lesson.

b. Content:

Task 1: Look at the photos and answer the questions (p.89) and vocabulary

c. ExpectedStudents’ activities: - Ss show/take great interest in the new lesson.

d. Organization:

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| **Teacher’s activities** | | **Students’ activities** |
| **Task 1: Look at the photos and answer the questions (p.89) (6 minutes)**  - Lead Ss into the lesson by showing the pictures p.89 and asks them to work in pairs to look at the two pictures and discuss some questions:  https://lh4.googleusercontent.com/0doibBnFkiRpISXDYaH42D9SWFSlIz0ikMQWHLhZ-VmMZVLUvrDcZoh9VOEeccQ4DdT39E3Ez6cBD36TE672NglMksx107CUufomdUauJ73pYAyJKxsPWRWroP-Hnq9Rcgjgflz4P_wonkd8eSDD   1. Where is the girl in the picture a? 2. What can you see on her computer screen? 3. How is she learning? 4. Where are students in picture b? 5. Are they facing the teacher? /Are they taught in person? 6. What do we call this traditional type of learning? 7. Have you experienced both ways of learning?   - Call some Ss to share the answers with the whole class.  - Check and corrects if Ss spell or pronounce the words/ phrases incorrectly.  *Lead-in: In reality, we have been familiar with both types of learning: face-to-face and online learning. In the lesson today, we are going to read about some opinions of the two most popular types of learning.* | * Ss look at the pictures, work in pairs and answer the questions * Expected answer:   *1. at home, in front of a computer*  *2. teacher/tutor*  *3. online*  *4. in the classroom*  *5. yes*  *6. face-to-face learning*  *7. Yes / No*  - Listen | |
| **Vocabulary (p.89) (4 minutes)**  - Ask Ss to look at the explanation and the photos to guess the meaning of new words. T asks Ss to get the meaning of the in context.  1. distraction (n) /dɪˈstrækʃən/: something that prevents someone from giving [their](https://dictionary.cambridge.org/vi/dictionary/english/their) [attention](https://dictionary.cambridge.org/vi/dictionary/english/attention) to something [else](https://dictionary.cambridge.org/vi/dictionary/english/else)  2. strategy (n) /ˈstrætədʒi/: a way of doing something or [dealing](https://dictionary.cambridge.org/vi/dictionary/english/dealing) with something  3. (to) exchange (v) /ɪksˈtʃeɪndʒ/: to give something to someone and receive something from that person  - Show the Vietnamese meaning, says the words aloud and asks Ss to repeat them. | - Ss look at the words  - Ss say the Vietnamese meaning of the word.  Expected answer:  1. distraction (n) /dɪˈstrækʃən/: sự xao nhãng  2. strategy (n) /ˈstrætədʒi/: chiến lược  3. (to) exchange (v) /ɪksˈtʃeɪndʒ/: trao đổi  - Other Ss correct if the previous answers are incorrect.  - Ss can greatly enhance their skill at guessing the meanings of words in context. | |

**3. Practice: 20 minutes**

a. Objectives:To develop reading skills for the main idea.

b. Content:

Task 2: Read the texts. What are the two students talking about? Choose the correct answer? (p.89)

Task 3: Read the texts again and decide who mention the following by putting a tick in the correct box.

c. ExpectedStudents’ activities: Ss can greatly enhance their skill at finding main idea and show good evidence of significantly improving the target reading skill.

d. Organization:

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| **Teacher’s activities** | **Students’ activities** |
| **Task 2: Read the texts. What are the two students talking about? Choose the correct answer? (p.89) (10 minutes)**  - Ask Ss to open the book, read through the texts quickly and tell the main idea of the texts.  - Call some Ss to give the answer and explain which sentence gives them the information. Eg. (A) refers to ways of helping students which are not mentioned in the text; (C) suggests some techniques to makes students enjoy learning which are not mentioned in the text.  - Check if the answer is correct or incorrect.  1. Ways of helping students  2. Ways of learning  3. How to enjoy learning | * - Ss read the texxts * - Ss do the task as required. * - Ss can greatly enhance their skill at finding main idea. * Expected answer:   *B. Ways of learning* |
| **Task 3: Read the texts again and decide who mention the following by putting a tick in the correct box. (10 minutes)**  - Ask Ss to read through the sentences and underline or highlight the keywords in each sentence.  - Let Ss work independently and find the correct answer.  - Let Ss compare their answers in pairs before checking with the whole class.  - Check the answers by the game “Magic box”  - There is a ‘magic box’ with 6 cards in which 6 sentences are written.  - Divide class into 2 groups, each group sends a member to pick a card and answer a question.  - The group gaining more points is the winner.  - Check, announce the winner and give feedback.  (In weaker class, check answers as a class and give the clues by highlighting the phrases or sentences that contain the information. In stronger class, ask Ss to explain their answers by providing clues from the text) | - Ss read th text again and underline the keywords  - Ss work individually  - Ss show good evidence of significantly improving the target reading skill.  - Listen   * - Play game   *Answers:*  *This person:*  *1. thinks that online learning is not as good as face-to-face learning (Kim)*  *2. gains the same knowledge in both ways of learning (Laura)*  *3. has more direct conversations and discussions (Kim)*  *4. uses e-mail to contact classmates (Laura)*  *5. can pay more attention in class (Kim)*  *6. needs to have access to high-speed internet (Laura)* |

**4. Production: 8 minutes**

a. Objectives:

- Check students’ understanding about the reading passage

- To help some students enhance presentation skills

- To practise team working

- To give students authentic practice in using target language

b. Content: Task 4: Which way of learning is better? Why?*(p.90)*

c. ExpectedStudents’ activities:

- Stronger Ss can express their personal viewpoint about face-to-face learning or online learning.

- Weeker Ss can talk with some prompts/cues from their teacher.

d. Organization:

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| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **TASK 4: WHICH WAY OF LEARNING IS BETTER? WHY?***(p.90)*  - Set the scene and gives instruction.  *You are students who are taking part in a forum about educational innovations. The topic of the forum this year is: face-to-face learning or online learning? Raise your voice and express your personal viewpoint.*  - - Let Ss work in groups, discuss the question and give explanation.  - call some Ss to present their answers in front of the whole class.  - Allow Ss to give comments for their friends and vote for the most interesting and informative presentation.  - give feedback and comments. | - Ss work in groups  - Ss present their answers  - Ss give feedback  - Ss listen  **-** |

***\** HOMEWORK: (2ms)**

- T asks Ss to write down their opinion about the way of learning they prefer.

- T asks Ss to search for the pros and cons of online learning.

**Evaluation and adjustment (if any)**

**Date of preparation: Full name: Nguyen Thi Bao Vy**

**UNIT 9: PROTECTING THE EVIRONMENT**

**Total number of periods: 8 (from 84 to 91)**

**Period: 88 Lesson: LISTENING**

**Classes: 10A2, 10A3. 10A4, 10A5**

**I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

* Use the lexical items related to the topic *Protecting the environment*

- Listen for specific information in a conversation about ways to protect endangered animals.

**2. Competences**

- Develop listening skill and creativity

- Be collaborative and supportive in pair work and team work

- Actively join in class activities

**3. Personal qualities**

- Be well aware of saving endangered animals

- Be encouraged to attend activities organized to protect endangered animals

**II. TEACHING AIDS AND MATERIALS**

- Grade 10 textbook, Unit 9, Listening

- Computer connected to the internet

- Projector/ TV/ pictures and cards

- sachmem.vn

**III. PROCEDURES**

**1. Warm up: 5 minutes**

a. Objectives/ Stage : To create a motivation for sts to take part in the lesson happily

b. Content: Students look at the pictures and read the questions to find out the answers

c. ExpectedStudents’ activities: Students can give the answers to questions in the game

d. Organization:

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| ***Game: Ocean rescue***  -Divide class into 2 teams.  -Guide sts to play the game  -Give comments or feedback.  ***Ocean rescue game-questions:***  C:\Users\ADMIN\Desktop\Giai cuu dai duong 2\Photography-Background-shark-Underwater-backdrop-coral-photography-Backdrops-Cartoon-bubble-Children-Fish-photo-Coral-Studio.jpg   1. 1. It is a large heavy animal with very thick skin and either one or two horns on its nose**.** 2. An elephant 3. A crocodile 4. A hippo 5. A rhino 6. 2. Rhinos are large animals found in rivers and lakes in …........... 7. America 8. South Africa 9. Europe 10. Australia 11. 3. Rhinos are threatened by illegal hunting and loss of …...........**.** 12. habitat 13. water 14. river 15. ocean 16. 4. The tiger is the largest living …........., and lives in forest habitats. 17. Panda 18. Lion 19. cat 20. pangolin 21. 5. Tigers are endangered animals and there are not more than ….........tigers in the wild now. 22. 35 23. 350 24. 3500 25. 35000   - Listen and observes.  - Give comments.  - Lead to the new lesson. | \*2 team leaders compete by raising his/ her hand to be the first to give answers to the questions.  \*Competitors may discuss with his/ her team members to find out the answers.  - Listen and give the key  *KEY: 1.D 2.B 3.A 4.C 5.C* |

**2. Presentation: 10minutes**

a. Objectives:To help students brainstorm and have an overview about what they are going to listen to.

- To introduce some new words relating Mai’s project on ways to save

endangered animals .

- To set the context for the listening and get Sts involved in the lesson

b. Content: -Students practise asking and answering the question “What is happening to the animals in the pictures ?”

- Introduce some new words

c. ExpectedStudents’ activities: Students can say something about tigers and rhinos

- get some new words relating Mai’s project on ways to save

endangered animals .

d. Organization:

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| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| - Ask sts work in pairs and answer the questions  - What can you see in the pictures ?  -What is happening to the animals in the pictures ?    - Call sts to practice  - Give comments.  introduce the vocabulary by:   * giving explanation * showing the pictures illustrating the words.   1. suffering (n) – explanation  2. ban (v) - visual | -work in pairs   * **Possible Answers:**   + Picture a: The rhino is being hunted.  + Picture b: The wild tiger is being kept in a cage. / The wild tiger is being held in captivity.  -Listen , guess and write down |

**3. Practice: 20 minutes**

a. Objectives/ Stage aim:-To help sts practise listening to a conversation about saving endangered animals for specific information

b. Content: - To practise listening to a conversation about saving endangered animals for specific information

c. ExpectedStudents’ activities: Sts can hear and do two exercises : True –False and Filling the gaps

d. Organization:

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| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| ***TASK 2 : Listen and decide whether the statements are True (T) or (F)***  ***- Asks sts to read and find the key words***  -Asks students to read the statements, underline the key words, and reminds them to pay attention to keywords while listening.  ***\* Listen and decide whether the statements are true (T) or false (F)***  \*Teacher plays the recording.  -Ask students to listen and decide whether the statements are true (T) or false (F).  -Ask students to compare their answers with their partner.  -Call on some students to present their answers, then play the recording once again and check with the class.  **Task 3: Listen to the conversation again and complete the notes. Use ONE word for each gap.**  ***3.1. Read and identify the part of speech (word class) of the missing word.***  ***-A***sks students to read the note and identify the part of speech (word class) of the missing word  -Call on one student to write their answers on the board, then read the notes and check with the class.   1. – a noun 2. – a noun 3. – a noun 4. – a noun or an adjective   ***3.2. Listen and complete the notes with ONE word from the listening text***  ***-***Play the recording and asks students to listen and complete each blank number with ONE word from the listening text.  -Ask students to compare their answers with their partner.  -Call on some students to write their answers on the board, then play the recording once again and check with the class. | -Read the statements, underline the key words, and reminds them to pay attention to keywords while listening.  *-listen*  *-compare*  *Answer key:*  1.T  2.T  3.F  4.T  -Read the note and identify the part of speech (word class) of the missing word  ***-***Read the notes, do as required.  -one student writes the answers on the board  -Listen and complete each blank number with ONE word from the listening text.  Ss do as required  -Some students write their answers on the board  ***Answer key:***  1.important  2.laws  3.trade  4. animal |

**4. Production: 5 minutes**

a. Objectives/ Stage aim:To give Sts an opportunity to express their opinions on the most effective way to save endangered animals

b. Content: Students work in groups of four and answer the question:

*Which is the most effective way to save endangered animals?*

c. ExpectedStudents’ activities: Each group present a summary of their discussions about “*the most effective way to save endangered animals”*

d. Organization:

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| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| Each group prepares a 3-min summary on the most effective way to save endangered animals. Then some group leaders take turns presenting the summary of their discussions to the whole class.  -Ask students to discuss the question and reminds them to refer to the ideas of the listening part.Teacher helps if necessary.  -Call some groups to present their summary in front of the whole class.  -Allow students to give comments for their friends and vote for the best summary.  -Give feedback and comments. | -Prepares a 3-min summary on the most effective way to save endangered animals.  -Some group leaders take turns presenting the summary of their discussions to the whole class.  -Some groups present their summary in front of the whole class.  -Students give comments for their friends and vote for the best summary. |

***\** HOMEWORK: 5minutes**

- Asks sts to write a paragraph (80-100 words) about effective waysto save endangered animals.

- Guides sts to prepare the next lesson.

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